

2023 Annual Report

Carool Public School



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Introduction

The Annual Report for 2023 is provided to the community of Carool Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Carool Public School, we continually strive for whole school improvement ensuring our students have access to high quality evidence-based teaching practices. Student needs are supported through differentiated learning programs, as well as, supportive and inclusive environments.

Our school provides contemporary and future focused learning to ensure all students continually make strong personal growth and feel connected to their learning and school environment.

School context

Carool Public School is a rural school located in the Far North Coast. School numbers have fallen over the past 3 years, with student numbers at 8 for 2023. Our Aboriginal student population has remained consistent over the past 5 years.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Implementing high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

Carool Public School will continue to support student wellbeing through evidence informed practices that promote social, emotional and behavioural engagement and by fostering positive relationships across the school community. We will work with families to create and modify strategies to support students to connect, succeed, thrive and learn.

The school undertook a rigorous self-assessment process which identified the need to move towards deeper reflective practices based on quality data analysis. A focus will be to embed school wide reflective practices in all areas to drive continual school improvement. This reflective practice will involve a collaborative approach to develop a deeper understanding of analysing data to drive teaching and learning.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background

Professional learning

AP Curriculum & Instruction

Summary of progress

Reading

A variety of programs were sourced to assist in the teaching of literacy, with a specific focus on phonics / spelling and reading. Professional learning was undertaken to ensure staff were confident in delivering explicit programs targeted at student need. Student growth was monitored and programs adjusted as required. Progress monitoring of the students showed ongoing skill development.

Assistance from the Assistant Principal Curriculum & Instruction was invaluable in assisting staff in furthering their knowledge and skills in implementing the K-2 syllabus as well as preparation for the 3-6 syllabus.

Numeracy

With the small cohort of students in 2023, Maths Plus was utilised to assist teachers with further familiarisation and meeting the requirements of the new K-2 syllabus as well as continuing student learning in Years 3-6. A scope and sequence was developed where students covered some aspect of each strand each term rather than in intensive blocks. Regular assessment showed a continuity of learning and building of student skill.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of Year 4 and 6 students demonstrating growth in reading by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5 2022 data.	Due to the change in student population over 2023, there were no Year 4 or Year 6 students enrolled at Carool to compare Check-in Assessment data for growth from the previous year.
The proportion of Year 4 and 6 students demonstrating growth in numeracy by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5 2022 data.	Due to the change in student population over 2023, there were no Year 4 or Year 6 students enrolled at Carool to compare Check-in Assessment data for growth from the previous year.

Strategic Direction 2: Wellbeing

Purpose

To create a whole school environment that supports and prioritises wellbeing. Students will be equipped with the social, emotional, and mental wellbeing skills to enable them to be resilient and responsible learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Whole School Culture
- Data Driven Practice

Resources allocated to this strategic direction

Location

Summary of progress

Positive Whole School Culture

Using a PBL style program gave students and staff a reference point for recognising positive behaviour choices as well as providing opportunities for students to reflect on negative choices. Posters were placed around the school as a reminder of what the co-constructed expectations look like in practice.

The Breakfast Club program assisted with developing life skills through incorporating food preparation activities.

The introduction of the star chart reward system had a positive effect on student behaviour. Students displayed enthusiasm in working towards group rewards. The students were able to achieve a variety of group rewards over the year.

With the small cohort of students, adapting the PAX GBG program as originally planned was not possible.

The Positive Living Skills program was implemented from Term 3. The program encouraged students to build their social and emotional competence and develop a range of practical mental wellbeing skills and strategies.

Data Driven Practice

Due to the smaller cohort size, the school was not able to participate in TTFM. Internal surveys were conducted throughout the year to provide students with an opportunity to voice their opinions regarding aspects of their wellbeing.

Attendance was regularly reviewed and monitored. Families were reminded of the benefits of consistent attendance and encouraged to ensure their child was absent only when essential. Attendance rates dropped over the year due to a number of factors including extended leave being taken while in the process of transferring schools, family holidays and sickness.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of Year 1 to 6 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 70%.	The proportion of students attending more than 90% of the time did not meet the lower bound target.
All students can clearly articulate support services and strategies that they can implement to support their social, emotional and mental wellbeing.	All students indicated that they felt comfortable speaking to a member of staff if they had any concerns or specific support needs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$29,884.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carool Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded student <p>The allocation of this funding has resulted in the following impact: SLSO employed to meet the needs of students requiring specific assistance</p> <p>After evaluation, the next steps to support our students will be: to assist the students with the transition to their new school environments.</p>
<p>Socio-economic background</p> <p>\$7,144.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carool Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teaching staff to enable the students to be split into a K-2 and 3-6 class 3 days a week • purchasing resources and services to assist staff in meeting the needs of individual students <p>The allocation of this funding has resulted in the following impact: increased teacher allocation to enable classes to be split into a K-2 and 3-6 class 3 days a week allowing for a more targeted focus on student learning through increased accommodations, adjustments in explicit teaching teachers were supported in the delivery of the curriculum with the additional resources</p> <p>After evaluation, the next steps to support our students will be: as the school was placed into recess at the end of 2023, the students will be supported by their new schools.</p>
<p>Aboriginal background</p> <p>\$4,906.88</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carool Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (SLSO) to support Aboriginal students in literacy and numeracy programs.

<p>Aboriginal background</p> <p>\$4,906.88</p>	<p>The allocation of this funding has resulted in the following impact: increased SLSO allocation to provide additional support in literacy and numeracy for Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: as the school was placed into recess at the end of 2023, the students will be supported by their new schools.</p>
<p>Low level adjustment for disability</p> <p>\$18,150.04</p>	<p>Low level adjustment for disability equity loading provides support for students at Carool Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teaching staff to enable the students to be split into a K-2 and 3-6 class 3 days a week • providing support for targeted students within the classroom. <p>The allocation of this funding has resulted in the following impact: increased teacher allocation to enable classes to be split into a K-2 and 3-6 class 3 days a week allowing for a more targeted focus on student learning through increased accommodations, adjustments in explicit teaching.</p> <p>After evaluation, the next steps to support our students will be: as the school was placed into recess at the end of 2023, the students will be supported by their new schools.</p>
<p>Location</p> <p>\$879.59</p>	<p>The location funding allocation is provided to Carool Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Whole School Culture • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • providing food to enable all students to participate in Breakfast Club • wellbeing resources to increase student engagement. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • assisted some students to start the day well on Breakfast Club day • encouraged students to work collaboratively towards reward activities. <p>After evaluation, the next steps to support our students will be: as the school was placed into recess at the end of 2023, the students will be supported by their new schools.</p>
<p>Professional learning</p> <p>\$4,880.81</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Carool Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Other funded activities

<p>Professional learning</p> <p>\$4,880.81</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> attending high impact professional learning to unpack evidence-based approaches to teaching in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: High impact professional learning was sourced and provided for staff including:</p> <ul style="list-style-type: none"> Sounds Write MiniLit Sage MacqLit Measuring student progress in literacy professional learning APC&I Network meetings Small Schools Curriculum and Syllabus Implementation Clarity Learning Walks Aboriginal Education School Bytes 3-6 English and Maths syllabus <p>After evaluation, the next steps to support our students will be: As the school was placed into recess at the end of 2023, the students will be supported by their new schools. In addition teaching staff will be supported by professional learning in their new school environments.</p>
<p>QTSS release</p> <p>\$2,604.10</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carool Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: increased teacher allocation to enable classes to be split into a K-2 and 3-6 class 3 days a week allowing for a more targeted focus for student learning through an increase in accommodations, adjustments and explicit teaching.</p> <p>After evaluation, the next steps to support our students will be: as the school was placed into recess at the end of 2023, the students and staff will be supported by their new schools.</p>
<p>COVID ILSP</p> <p>\$11,927.82</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> employment of SLSO to deliver small group tuition providing targeted, explicit instruction in literacy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> all students had the opportunity to read aloud daily which showed an improvement in fluency, vocabulary development and comprehension. students involved with MiniLit Sage showed a growth in their ability to blend sounds to decode words.

COVID ILSP

\$11,927.82

After evaluation, the next steps to support our students will be:
to continue to encourage the students to read aloud regularly and promote the benefits to parents and carers.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	12	16	10	4
Girls	4	4	2	0

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.0	96.5	92.4	
1	90.1	95.4	84.5	98.4
2	94.1	100.0	88.3	86.8
3	93.0	95.2		92.6
4	84.9	90.0	71.2	
5	92.7	89.2	77.7	67.8
6		94.4	78.3	83.2
All Years	92.4	93.8	82.2	85.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7		90.9
4	92.0	92.5	87.4	
5	92.0	92.1	87.2	90.3
6		91.5	86.3	89.8
All Years	92.0	92.4	87.3	90.5

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	101,256.39
Revenue	475,149.53
Appropriation	478,780.44
Sale of Goods and Services	311.46
Grants and contributions	-5,653.70
Investment income	1,711.33
Expenses	-531,006.49
Employee related	-419,409.57
Operating expenses	-111,596.92
Surplus / deficit for the year	-55,856.96
Closing Balance	45,399.43

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 SBAR Adjustments (\$)
Targeted Total	29,884
Equity Total	30,201
Equity - Aboriginal	4,907
Equity - Socio-economic	7,145
Equity - Language	0
Equity - Disability	18,150
Base Total	320,103
Base - Per Capita	3,123
Base - Location	880
Base - Other	316,101
Other Total	56,751
Grand Total	436,940

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers, students and teachers were given opportunities during the year through surveys and discussions to express their viewpoint in relation to various areas of the school.

The year brought many changes and uncertainty for the school community which had a large impact on the satisfaction levels of all stakeholders.

The parents agreed that they felt welcome at Carool Public School, they are well informed about school activities, they can discuss their child's learning with the teacher and that all staff showed genuine interest their child's learning and development. All parents were extremely disappointed that Carool Public School was being placed into recess and that their child's wellbeing was negatively impacted through being required to transition to other schools.

Student wellbeing was impacted with students undertaking a transition process to their 2024 schools. The students were very disappointed that they would not be able to attend Carool Public School in 2024. All students recognised that there were members of staff they could talk to if they needed to discuss a concern.

Staff wellbeing was also impacted with the process of moving the school into recess and the uncertainty of where they will be substantively placed in the future. All staff indicated that they felt valued as part of the Carool Public School team and that they were strongly supported to do their job. All staff agreed they were given opportunities for professional development which was valuable for their role and they had ready access to the resources they need.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.